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ABSTRACT

The purposes of this booklet are to acquaint physical education teachers with the meanings of some terms used in reading that are related to physical education, to acquaint physical education teachers with reading skills that can be taught or reinforced through physical education activities, to provide a source or model of such activities, and to assist reading teachers in relating reading skills to physical education. Suggested activities are grouped in the areas of readiness, comprehension, decoding, reference and study skills, and diagnosis. Examples of sensorimotor activities listed under readiness include locating parts of the body, balancing on one foot, skipping, and coordinating eye/hand and foot/eye movements. It is suggested that these activities be used by teachers in physical education and reading classes at all levels, to assist students in upgrading their reading skills. (MKM)

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PHYSICAL EDUCATION AND READING:

A WINNING TEAM

Revised: April 1975

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Early Childhood
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PHYSICAL EDUCATION AND READING:

A WINNING TEAM

The purpose of this booklet is: 1) to acquaint physical education educators with the meaning of some terms used in reading that are related to physical education; 2) to acquaint physical education educators with reading skills that can be taught and/or reinforced through physical education activities; 3) to provide a source or a model of activities that can be used in physical education classes to teach and/or reinforce reading skills; and 4) to assist reading teachers in relating reading skills to physical education.

This booklet is intended to serve as a model of activities that can be used in physical education classes. Each activity is merely a sample of how this skill may be integrated into the physical education curriculum. The physical education educator is to use this idea to build upon to create others of a similiar nature.

In order to stress the fact that these reading skills can be integrated throughout the physical education curriculum, the activities span many grade levels or age groups. This does not mean that this skill can be taught only at this level but rather that it may be applicable to many ages. It is a source of activities that can be used by physical education educators to teach and/or reinforce reading skills.

As one source of activities, this booklet can be used by teachers in physical education, elementary, secondary, and reading classes to assist students in upgrading their reading skills.

PHYSICAL EDUCATION AND READING:

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PHYSICAL EDUCATION AND READING:

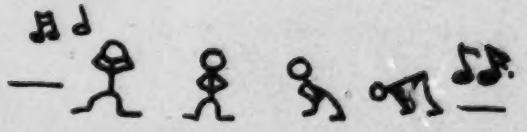
A WINNING TEAM

I. PRE-READING SKILLS (READINESS)

A. *Sensori Motor - the level of performance or behavior involving muscular movement.*

Note: One may wish to note that gross motor skills have been included because these large motor skills like skipping, walking on a balance beam, etc., need to be mastered before a child develops the small motor skills involved in reading. Therefore, these are important Pre-Reading skills.

1. Locate parts of the body - student is able to point to parts of the body upon command. For example: "Point to your head — arms, hands, foot, leg, etc. "



*ACTIVITY: Play "Simon Says." For example:

"Simon says point to your knee."
"Simon says point to your nose."
"Point to your elbow."

The child responds only to those commands preceeded by "Simon says."

*ACTIVITY: Sing the song and do the motions to:

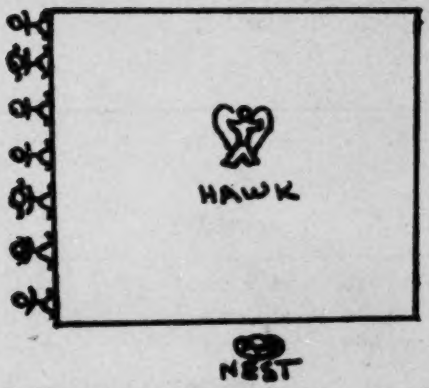
"Head, Shoulder, Knees, Toes."

*ACTIVITY: Students use a rope to outline their body shape on the ground. The students make the smallest outline with the rope into which they can fit thier body. Finally the students make the largest rope outline into which they can fit their body.

2. Balance on one foot - Student can stand on one foot for the count of 5.

*ACTIVITY: Crane stand: In standing position, place 1 foot behind the opposite knee and maintain balance for 10 seconds. Extend arms side ward for balance. REPEAT standing on the other foot. REPEAT with eyes closed.

3. Skip - Student can skip a reasonable distance (approximately 10 feet) without stopping or faltering. For example: The teacher says "Skip to the _____." or "Skip across the room."



*ACTIVITY: Players stand behind one goal line. IT, the Hawk, stands in the center of the playing area. Select the name of 3 different birds and give every third player the name of same bird. The Hawk calls one of the names. The birds with that name SKIP across the field to the opposite goal and the Hawk tries to tag as many as he can. Repeat the game with the other two types of birds. After all 3 names have been called, the Hawk counts the number of birds in his nest and chooses a new Hawk. The Hawk at the end who had the most birds in his nest is the winner.

4. Walk on a balance beam - Student is able to walk the length of the beam without falling.

*ACTIVITY: Play "Follow the Leader" on a low balance beam.

5. Swing arms and legs in a circle - Student is able to swing his arms and legs in a circle upon command.

*ACTIVITY: Student responds to commands by the teacher to swing either an arm or a leg. The teacher increases the speed of her commands. Students sit down when they do not follow a command correctly.

For example: "Swing your right arm."
"Swing your left leg."
"Swing your right leg."
"Swing your left arm."
etc.

6. Coordinate eye-hand and foot-eye movements - Student is able to coordinate his eye-hand and foot-eye movements with activities such as bouncing, pitching or kicking a ball.

*ACTIVITY: "Going through School." Divide the class into several circles, one ball for each circle. On signal the first player bounces the ball to himself once (first grade) and then passes it to the next player. When the first player receives the ball again, he bounces it twice (second grade) and passes it on. Circle which completes the twelfth grade first wins.

*ACTIVITY: Students kick empty Clorox bottles into a circle drawn on the ground. Change the distance to vary the difficulty.

*ACTIVITY: Draw a line on the ground and have the students walk it crossing their legs from side to side.

7. Execute directionality in coordinated hand-eye movements - Student is able to execute directionality in coordinated hand-eye movements, with activities such as throwing a ball towards a designated point, or hitting a hockey puck into the net.

*ACTIVITY: Make a clown face from a cardboard box. Let the children try to throw bean bags through the clowns mouth from a given distance. Each player gets to toss 5 times. The one who tosses the bean bag through the hole the most often wins.

VARIATION: The teacher can also draw circles of varying sizes on the ground for the student to throw bean bags in from different distances.

B. *Oral Language Skills*

Relates a sequence of events - Student is able to retell (orally) the events in a story in the order in which the events occurred. For example, the student is able to restate a simple set of directions to a game in the proper sequence or is able to restate the events in a game in the order of occurrence.

*ACTIVITY: Give the student directions to a game like Eraser Tag and have the child repeat them orally.

*ACTIVITY: Set aside one day a week for the students to teach each other their favorite games.

*ACTIVITY: Read the students a sports story and have them retell the story in their own words. For example, the poem "Casey at the Bat" could be used for sequencing events.

C. *Visual Discrimination*

Discriminates between objects, colors and shapes - Student is able to determine how various objects and designs are alike or different, such as identifying similarities between balls, equipment, etc., or noting the differences between footballs and basketballs or volleyballs and baseballs.

*ACTIVITY: The different shapes of the various playing fields offer an excellent opportunity for talking about different shapes.

For example:

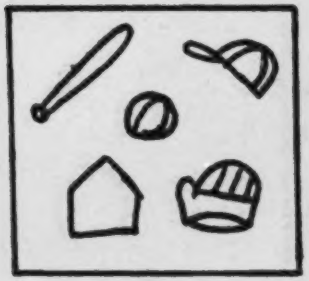
the baseball diamond

the football field

the track field

D. *Visual Memory*

1. Identify from memory stimuli (designs, objects, letters, words) presented briefly - Student is able to recall from memory stimuli used to identify designs, objects, letters, words, etc., such as the phrases "strike out" or "batter-up" identify a baseball game or the words "eagle" and "birdie" identify a golf game.

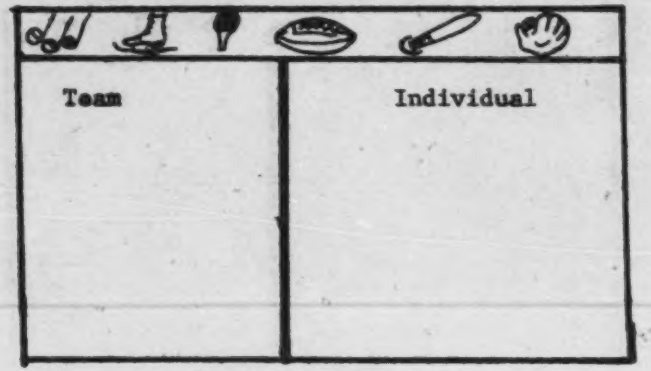


*ACTIVITY: To introduce the equipment needed for a given sport, show the students all the objects (pictures or actual objects) connected with a given sport for 5 seconds. Have the students close their eyes. Remove 1 object. Students open their eyes and guess which item is missing.

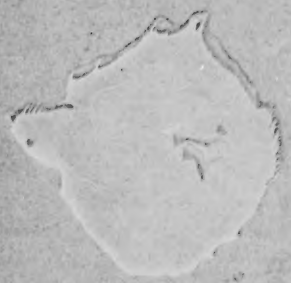
VARIATION: Besides naming the missing object, have the students describe it and tell its purpose.

2. Classify objects and pictures - Student is able to classify/categorize objects/pictures into proper categories, such as what equipment is used in what game or what games use a ball.

*ACTIVITY: Classify the following sports items as belonging to either an individual or team sport.



E. *Auditory Memory*



Follow 1 and 2 step directions - Student is able to respond to directions given orally.

*ACTIVITY: Play the game "Mother May I."

*ACTIVITY: The leader calls out motor skills one or two at a time and have the students move from one skill to the next quickly.

For example: Walk - tiptoe - walk - gallop - run - leap - hop - jump - etc.

F. *Auditory Discrimination*

Discriminate between sounds - Student is able to tell the differnece in two or more sounds.

*ACTIVITY: Students are able to identify different sports events from a tape recording.

For example: play a recording of the following games; ping pong, basketball, roller skating, tennis, etc.

II. DECODING: *the process of converting the written symbols into the speech forms that were originally recorded.*

A. *Sight Vocabulary*

Identify service words in context - Student can identify words such as prepositions, conjunctions, noun determiners, (a, the, an, etc.) that bring form and structure into the meaning of a passage. These words help a student to understand written directions and also to recognise on sight the necessary sight vocabulary.

*ACTIVITY: Write these prepositions on the board and call attention to them:

in into over across to at above

Explain that these words can be forecasters in sentences. They typically introduce phrases that tell where. As examples cite the following:

.....in the line-up
.....into Chuck's glove
.....over the loudspeaker
.....across the grass
.....to the ground
.....at the plate

B. *Specialized Vocabulary - student continually adds of word meanings which pertain specifically to the realm of Physical Education to an individual's store of vocabulary words.*

*ACTIVITY: Sports Talk: How well do you know your sports? Look at the words below. Each word goes with a special sport, or activity. Try to match the right word with the right sport.

bunt.....? _____
block.....? _____
pivot.....? _____
check.....? _____
tack.....? _____
reel.....? _____
smash.....? _____
hurdle.....? _____
spike.....? _____
crawl.....? _____
slalom.....? _____
putt.....? _____

(Pick from these: basketball, soccer, golf, tennis, sailing, hockey, fishing, track, baseball, skiing, football, volleyball, swimming, archery)

C. *Contextual Analysis*

1. Use context clues - Student is able to use sentence sense, synonyms, antonyms, homonyms, comparisons and contrasts, and word and multiple meanings to determine the meaning of a sentence or passage, such as using the context of a sentence to determine the meaning of the word bat. The boy hit the baseball bat.

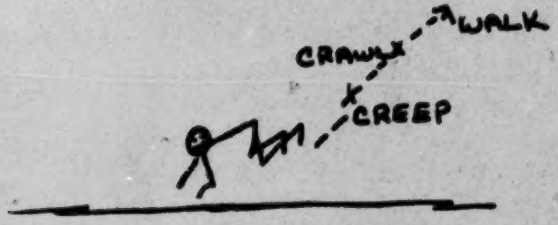
*ACTIVITY: Give the students a passage from a sports story or directions to a game and leave out some of the words and have them fill in the blanks by using context clues.

For example:

The _____ plays directly _____ the center and handles the _____ every play. The fullback is _____ him with the left _____ three long steps to his left. The _____ halfback plays just _____ his own end and close to the line of _____.

2. Use picture clues - Student is able to use pictures as clues to meaning of a passage or sentence, such as using the picture of a baseball player hitting a "fly" ball with the caption, "The player hit a fly ball" to illustrate the meaning of fly.

*ACTIVITY: Give the student diagrams to understand written directions.



For example:

Directions: Move backward, pausing at three different places. Use a different movement to reach each place.

D. Dictionary Usage

Use alphabetical order, guide words, pronunciation symbols, accent marks and syllabication -

Student is able to use the dictionary to find information concerning a word (meaning, pronunciation, etc.) such as finding the meaning of the word *pitch* as used in the sport of baseball.

*ACTIVITY: Have the students make a sports dictionary which would include the specialized sports terminology.

For examply: The portion on baseball might look like the following.

BASEBALL DICTIONARY

dugout - a low shelter facing a baseball diamond and containing the player's bench

foul - being outside the foul line

home run - a hit in baseball that enables the batter to make a complete circuit of the bases and scores a fun

pinch hit - to bat in the place of another player

run - a score made in baseball by a runner reaching home plate safely

strike - a pitched ball recorded against the batter

*ACTIVITY: Have the students look up the origins of Physical Education terminology.

For example:

The Old French word *rifler* meant "to cut a spiral groove." The word rifle is used to refer to a gun with grooves cut into the inside of the barrel. The grooves cause the bullet to spin along a more accurate path.

At one time an umpire was called a *numpire*, but the spelling of words can change. "Numpire" came from two Latin words, *non* and *par*, meaning "not equal or even." How does this meaning relate to our use of the word *umpire*?

III. COMPREHENSION

A. *Listening Comprehension*

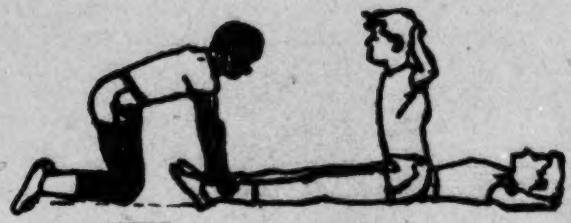
1. Listen to determine purpose - Student is able to listen to a passage and determine the purpose or reason for the passage. For example, in the statement, "Do not hit other people with the baseball bat. The bat is hard, and it can hurt people.", the student is able to determine the reason for not hitting people with a baseball bat.

*ACTIVITY: Give the students a list of safety rules pertaining to combative activities, the student should give the purpose of these rules by stating what might happen if they are not followed.

Sample Rules

1. make sure the area is clear of potentially dangerous objects
2. "give" with a fall, relax
3. master simple skills first then move to the more difficult ones.

2. Listen to identify details - Student is able to identify details supporting the main idea such as noting that the boy had the red ball, and the girl had the blue ball, or noting the details of game rules.



*ACTIVITY: Conduct a class discussion on the importance of cooperating in physical education. After the discussion, the students should list at least 5 ways they can cooperate in physical education.

For example, a student's list may look like the following:

1. share equipment
2. compromise
3. obey the rules of the game
4. work with others to achieve a goal
5. be a good sport

3. Listen to identify sequence of events - Student is able to relate the sequence or order in which the events in the passage occurred, such as noting the correct sequence of game plans or game rules.

*ACTIVITY: Football plays are an excellent way to teach sequence of events.

4. Listen to identify relationships (cause-effect, comparisons, etc.) - Student is able to determine the cause and effect of an event or note the comparisons in a relationship such as noting that because the pitcher has a sprained wrist, he was unable to throw the ball very well or noting that if the rules are not followed, they could be injured.

*ACTIVITY: When teaching a sport, list some common faults of execution and have the students list the effects these faults.

For example, in volleyball some of the common faults in executing an overhand serve are listed below. The student list the effects these faults will have on the ball.

FAULTS	EFFECTS
1. Not watching the ball.	_____
2. Attempting to hit the ball too hard.	_____
3. Wrist too relaxed on the serve.	_____

5. Listen to interpret descriptive language - Student is able to determine when the speaker is describing something and interpret the description, such as noting that the boy who kept pushing the girls around and hitting the boys during physical education class was bad tempered.

*ACTIVITY: On an individual inventory, each student should be able to choose the sentences which best describes his/her feeling towards a subject.

For example:

What kind of person are you? Mark Y (yes) if the statement below sounds like you and N (no) if it does not sound like you. The important thing is that you mark the statement according to the way you really feel.

Are you a person who.....

1. is interested in finding out why some individuals are good in sports and other are not? Y N
2. would like to know why some individuals' movements are smoother and others are not? Y N
3. thinks movement is beautiful sometimes? Y N
4. wonders what makes a person graceful? Y N

6. Listen to recognize emotions - Student is able to determine when the speaker is describing a character's feelings or emotions, such as noting that the cheerleader who laughed, kissed, and hugged her brother, a member of the winning team, was excited and happy.

*ACTIVITY: After hearing a sports story, have the students describe how the characters felt and why.

For example:

'The officials had to confer for several minutes before they announced that the dropkick, though a bit moldy these days, still was a legal scoring weapon and worth three points if successful. When the gun sounded a moment later, the scoreboard read: State, 14; Colton, 15. (More Teen-Age Football Stories, Josh Furman, ed. Lantern Press, Inc.)

From the information given in the passage, describe how the following persons would feel.

1. Colton's coach
2. State's coach
3. the player who made the dropkick
4. the Colton's quarterback

7. Listen to draw inferences: Student is able to draw an inference from a stated passage, such as noting that the final score of the baseball game was Tigers-3, Lions-8 and inferring that the Tigers lost the game.

*ACTIVITY: Read the headlines from the Sports page of the newspaper and have the students decide on the details such as who won the game, what type of game it was, etc.

8. Listen to anticipate outcomes - Student is able to anticipate the outcome of an event stated in a passage given orally, such as anticipating that the Tigers will lose the ball game since, in the ninth inning, the score is: Tigers-3; Lions-6, students can also anticipate the outcome of a game if certain events occur.

B. *Literal Comprehension*

1. Understand concrete words, phrases, clauses, and sentence patterns - Student is able to use phrases, clauses, etc., written sentences/passages to determine meaning. For example, in a given reading assignment, the student reads the sentence, "Put the bats in the lockers, the balls in the baskets, and the rest of the equipment in the box," and is able to use the phrases and position of the phrases to determine where and what.

*ACTIVITY: Directions: (Game) Draw a card out of the box and do what it tells you to do on the card. For example, the card may state, "Put the ball on the chair." You would then pick up the ball and put it on the chair. (Optional) Have the class members tell of other places the ball could be placed such as: on the floor, in the box, etc.

2. Understand main ideas - Student is able to determine the main idea of a sentence/passage from a written selection, such as in a written set of rules for a game. For example, when given the following, the student is able to identify the main idea (objective) of the game.

Put the two pins twelve feet apart. Stand at one pin and throw the set of four loops so they ring the pin. You score a point for each ringer made. The person at the end of 4 rounds is the winner.

*ACTIVITY: Directions: Ask the class to read the rules of the game and then tell the main objective of the game.

The game is played with two teams. There are six members to a team. The two teams stand opposite each other facing the net. One member of the starting team bats the ball over the net. A player on the other team must catch the ball before it hits the ground. Players are allowed to hold the ball with their hands before hitting back the ball. The team that makes the other team drop the ball scores a point. The team that is the first to score ten points is the winner.

The main objective of the game is to:

a. hit the ball over the net
b. be the first team to score ten points
c. hit the ball with your hands
d. do not let the ball hit the ground

3. Understand details - Student is able to note details such as who, what, when, where, why, or how in a given written selection. For example, in the sentence, "John put the net in the box," the student can identify who, what, and where. In a biography of an athelete, the student recalls specific details that may have contributed to his success.

*ACTIVITY: Directions: Read the following biography of an athelete and underline the details that made him a successful basketball player. The first few details have already been underlined.

Tommy was a lean, 6'10" tall. He was able to manipulate the ball accurately with his hands. His powerful arm and leg muscles enable him to run quickly and jump high. His dedication kept him practicing on the courts for many hours a week.

4. Understand sequence - Student is able to determine the sequence of events in a written selection. For example, in the sentence, "After the girls went swimming, they took showers, got dressed, and went to buy some ice cream,: the student can determine the order of events in the correct sequence. In a passage relating the events of a game or a meet, the student can put the events in the proper sequence.

*ACTIVITY: Direction: Read the following passage about the events of the football game, and then put the events in the correct sequence.

At halftime, the score was 7 to 6. The Toppers were ahead. Jim, one of the Toppers, had scored a touchdown before the end of the first quarter. The first touchdown scored after halftime was by the Demons, making the score 12 to 7. The next two touchdowns were made by the Toppers. The final score was Demons-12 and Toppers-20.

_____ The Toppers scored two touchdowns in a row.

_____ The Demons were ahead 12 to 7.

_____ Jim scored a touchdown.

5. Understand cause and effect - Student is able to determine a cause and effect situation in a written sentence/passage and can either determine the cause or the effect of a given situation. For example, in the sentence, "The boys stayed up until late in the evening and were too tired to play ball the next morning," the student can determine the cause as being not getting enough sleep and the effect as being too tired to play ball.

*ACTIVITY: Directions: Read the passage to determine the cause and effect of the following event, then state the cause and its effect.

The morning before the final swimming meet, Robert slipped on the ice and sprained his arm. Robert was the team's fastest free style swimmer. The team was depending on his ability to put them ahead in this meet. Robert realized the team's situation and decided to swim in spite of his sprained arm. Despite his efforts, Robert was unable to score the points the team needed. This meant that the team lost the finals, a big disappointment to the hopeful swimmers.

Cause:

Effect:

6. Understand contrast and comparisons - Student is able to determine whether or not written words/sentences/passages have the same meaning, are related, or have likenesses or differences. For example, in the pair of sentences: "The boy made a home run," and "The boy ran to all bases, including home plate, and scored a run before the players were able to return the ball," the reader understands that these two sentences have the same meaning.

*ACTIVITY: Directions: Read the following pairs of sentences and decide if the sentences have the same meaning. If the sentences have the same meaning, put an S in the blank. If they are different, put a D in the blank.

____ The batter hit a foul ball.
____ The batter hit the ball outside the boundary line.

____ The batter struck out.
____ The batter struck the ball.

7. Understand abbreviations, symbols, acronyms - Student is able to determine the meaning of abbreviations, symbols, and acronyms (SCUBA: *self-contained underwater breathing apparatus*). For example, in the following written sentence, the student understands that the abbreviation capt. means captain. A note on the bulletin board signed John Smith, Capt., means that he is the team captain--students need to know such abbreviations for communication purposes.

*ACTIVITY: Directions: Read the following sentences and identify the correct meaning of each underlined abbreviation.

1. Meet for practice at 7:30 A.M. (in the afternoon, in the evening, in the morning)

2. Return the equipment to the team's Capt. (captain, coach, catcher)

3. Today, put all equipment in basket no. 7. (not, number, notice)

*ACTIVITY: 1. Students can be made aware of abbreviations commonly found in newspapers and sports articles. For example: NCAA, AAU, NFL, WFL, NBA, ABA, etc.

*ACTIVITY: 2. Box scores of various sporting events utilize abbreviations of which students can be made aware. Baseball box scores are good examples with such abbreviations as rbi, hr, dh, bb, ab, era, etc.

8. Follow written directions - Student is able to follow a set of written directions. For example, in the set of directions, "Take a shower before jumping into the swimming pool, and take another shower when you get out," the reader understands that he is to take a shower both before getting in and when getting out of the swimming pool.

*ACTIVITY: Directions: Read the following directions which are rules for the game we are about to play. Those who do not follow the rules will be eliminated from the game.

1. Hit the ball only with your head while the ball is in play.

2. Hit the ball only once. You may not hit the ball twice in a row.

3. Stay inside the boundary line. Do not step outside the bounday line.

C. *Interpretive Skills*

1. Understand and utilize predicting outcomes - Student is able to predict the outcome of an event. For example, given the following passage, "With one lap to go, Mark was two laps ahead of Joe, and Joe was one lap ahead of John," the student should be able to predict that Mark would win the race and that John would come in last.

*ACTIVITY: Directions: Read the following set of rules for playing the game, and then answer the questions that follow.

1. Hit the ball only with your head while the ball is in play. You may not use any other part of your body to hit the ball.

2. Hit the ball only once. You may not hit the ball twice in a row.

3. Stay inside the boundary line. Do not step outside the bounday line.

4. When rules are violated, the opposing team gets possession of the ball.

Answer the following questions by stating what you think would happen:

a. What would happen if a member on your team continuously violated a rule?

b. What would happen if one member stepped outside the bounday line?

c. What would happen when a team member hit the ball with his hands when the ball is on his side of the net?

2. Draw conclusions and make generalizations - Student is able to draw conclusions and make generalizations from written selections. For example, given the following statements, "A ball is used to play baseball. A ball is used to play football. A ball is used to play soccer," the student is able to conclude that balls are needed to play some of the major sports.

*ACTIVITY: Directions: Read the following description of the football team, then circle the letter of the correct generalization about the team.

Members of the Braves team were able to work as a unit. Each player was able to predict the movement of his teammate and respond accordingly."

a. When one Brave threw the ball, nobody was ready to catch it.

b. When the Braves got possession of the ball, each team member was ready for the next move.

c. When one Brave got possession of the ball,

some of the other team members would get upset.

d. Members of the Braves would help each other execute a play.

3. Perceive relationships - Student is able to perceive analogies and relationships in written passages. For example, in the sentence, "A baseball is to a bat, as a tennis ball is to a tennis racket," the student is able to see the analogy or relationship between the piece of equipment being manipulated and the piece of equipment used for manipulation.

*ACTIVITY: Directions: Complete the following analogies or relationships by selecting the correct answer.

1. A bat is to a baseball as a ping-pong is to a _____.

   a. ping-pong table
   b. ping-pong player
   c. ping-pong ball

2. A swimming pool is to a swimmer as a track is to a _____.

   a. runner
   b. swimmer
   c. referee

D. *Reorganizational Skills*

1. Summarizing - Student is able to summarize the ideas presented in a written selection. For example, given the following passage,

In the game between the Bulls and the Rams, the innings went as follows:

Innings:	1	2	3	4	5	6	7	8	9	Final
BULLS:	1	1	0	2	2	0	2	3	0	11
RAMS:	0	2	0	3	1	1	2	1	3	13

The student is able to summarize the game by determining that the Rams won the ball game and by determining which team had the most runs during each particular inning.

*ACTIVITY: Directions: Show the group a video tape, film or slide series of a football game, then ask the students to summarize the events of the game. Ask for such things as a summary of the scores or events leading to a touchdown.

2. Sequencing - Student is able to reorganize a series of events into the sequence in which the event occurred.

*ACTIVITY: Given the following passage, Harry came up to bat after Sam had hit a home run. Before Sam was up to bat, Dick also hit a home run. The game ended right after Mark batted in two runners and Ted struck out, the student can reorganize the events in order of occurrence.

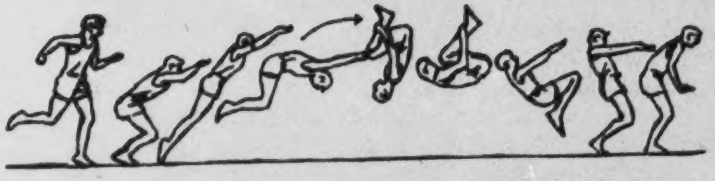
1. Dick hit a home run.
2. Sam hit a home run.
3. Harry hit a home run.
4. Mark batted in two runners and Ted struck out.

E. *Critical Skills*

1. Identify relevant and irrelevant information - Student is able to determine what information in a written passage is relevant and what is irrelevant. For example,,in the following passage the student underlines the irrelevant statement:

Snow skiing can be a dangerous sport. If the skier loses his balance he may fall and injure himself. If his ski comes off, it may go flying sown the slope and hit someone. The scenery of the mountain may be beautiful. A beginning skier may lose control, run into, and injure a fellow skier.

*ACTIVITY: Directions: Read the following description for preparing to do exercises and identify irrelevant information (information that is not needed) by crossing it out.



Do exercises in an area where you have enough space to move around so as to avoid hitting people or objects. Wear loose fitting clothes to allow for freedom of movement. Exercise builds muscle tone. Use a mat on the floor for protection.

2. Identify adequacy of material - Student is able to determine whether sufficient information is supplied in the written passage to perform a given task. For example, given the following information concerning the rules of the game:

1. The object of the game is to eliminate the players on the opposite team.

2. Any number of people may play as long as both teams have an equal number of players.

3. Equipment needed is a ball and a score board.

Let the student decide if the above information is adequate enough to play the game.

*ACTIVITY: Directions: Give the students the following information:

The object of the game is to eliminate the players on the opposite team. Any number of people may play as long as both teams have an equal number of players. Equipment needed is a ball and a score board.

Then have the students prepare and begin to play the game. Let the students discover that they don't have enough available information to proceed.

3. Understand reliability of author - Student is able to identify the qualifications which would enable a person to write a selection. For example, the student would be able to identify that a pro football player is a better qualified person to write a selection on football than a person who has never seen or played the game.

*ACTIVITY: Directions: Who would be most qualified to write the following articles?

An article on baseball:
a. Gerald Ford
b. Hank Aaron
c. Paul Newman

An article on football:
a. Joe Namath
b. Alan Shepard
c. Archie Bunker

An article on swimming:
a. Bill Cosby
b. John F. Kennedy
c. Mark Spitz

An article on tennis:
a. Billy Jean King
b. Cher Bono
c. Sophia Loren

IV. REFERENCE AND STUDY SKILLS

A. *Reference Skills*

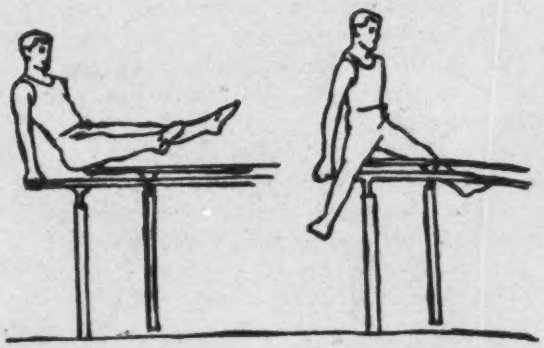
1. Understand library arrangements - Student is able to understand the classification system of the library arrangement and the classification of the books. For example, a student is able to recognize that a book on playing football would be classified under 700-799 Fine Arts and Recreation section in the Dewey Decimal System of classification and is able to locate the book on the library shelf.

2. Utilize the dictionary - Student is able to use the dictionary to obtain information. For example, if the student did not know the meaning of the words "love" or "ace" as used in the game of tennis, or the words "block" or "tackle" in the game of football, he could use the dictionary to determine their meaning.

3. Utilize the encyclopedia - Student is able to use the encyclopedia to obtain information. For example, if the student did not know the history and/or background information or the prinicple idea of the game "rugby", "lacrosse", or "jai alai", he could use the encyclopedia to determine the needed information.

4. Utilize specialized reference material - Student is able to use reference sources such as an atlas, almanac, thesaurus, reference manual, journal, etc. to obtain information. For example, if a student did not know who had won the World Series in baseball for the past five years, he would know what reference he could use, such as the almanac, and how to locate the information in almanac.

*ACTIVITY: Give the students a Treasure Hunt in the library by giving them a sports quiz whose answers are found in various reference books.



For example:

1. What are the measurements of a football field? (160' wide x 300' long - goal to goal and side to side)

2. Where was the first eighteen-hole golf course built? (St. Andrews, Scotland, 1754)

3. Who devised the games of basketball? (James Naismith, 1892, at Springfield College in Springfield, Massachusetts)

4. What are the 5 players on a boy's basketball team called? (center, right forward, left forward, right guard and left guard)

5. Where did the game of Badminton receive its name? (at the Duke of Beaufort's estate, Badminton, in Gloucestershire where it had its beginnings)

6. Who is the "Father of Gymnastics?" (Friedrick Jahn - 1778-1852)

7. What is the forerunner of the javelin? (the spear thrower of ancient times)

8. When were the first Olympic festivals? (776 B.C.)

9. Name 3 individual sports.

10. Find the meaning of the following terms as they apply to sports:
    ace, love, match smash,
    singles, birdie, honor,
    rough, penalty, irons,
    down. etc.

B. *Study Skills*

1. Understand and use book parts - The student is able to locate, know the function of, and how to use each of the following book parts:

Title page, copyright information, table of contents, lists of charts and illustrations, introduction, preface, foreward, appendix, bibliography, glossary, index, study questions, pronunciation keys, answer keys, list of suggested reading, maps, tables, graphs, diagrams, footnotes, typographical aids, and marginal notes.

For example, if given the word "opponent", the student would know that he could look in the glossary to fine the word. If the word is not in the glossary, the student would know to use the index or the table of contents to find the location of the word.

*ACTIVITY: Given the following chart, the students should be able to answer the questions below.

Golf Clubs: Distances and Uses

Club	Distance	Use
Woods:		
1	150–190 yards	Drive from the tee
2	140–170 yards	Drive from fairway with good lie
3	140–150 yards	On fairway for loft and distance
4	130–140 yards	On fairway for loft and distance
Irons:		
2	140–160 yards	On fairway for distance
3	130–150 yards	On fairway for distance
4	120–140 yards	On fairway for loft and distance and in the rough
5	100–130 yards	On fairway for loft and distance and in the rough
6	100–120 yards	On fairway for loft and distance and in the rough
7	80–110 yards	Approach to green
8	70–100 yards	Approach to green
9	60–80 yards	Approach shots, deep rough, and from bunkers
Putter		On the green

1. Which club would you use when you are on the green?

2. Which clubs could you use to drive off the tee?

3. If you are on the fairway, which wood could you use for a distance of 135 yards?

4. Which iron would you use as you approach the green at about 170 yards?

2. Preview, skim, and scan - Student is able to preview materials and to skim to get a general idea of the content of the material, or to scan to find particular information contained in the material. For example, students would be able to scan a newspaper article to find the results of a ball game between two particular teams or be able to skim a picture to determine what persons are playing the game.

*ACITIVITY: Give the students 5 minutes to look at the chapter on "Archery". (Give the students the following questions before they begin.)

1. In archery , what is a Range Round?

2. What equipment is needed for each archer?

3. What could you call out as a warning when you are shooting?

4. What does the term trajectory mean?

5. How would you correct a low cluster?

3. Adjust rate according to material and purpose - Student is able to change/adjust the rate (speed) to the type of material he reads depending on the content and/or purpose. For example, a student should be able to analytically and critically read a technical manual describing procedures for playing a game, and then readjust his reading rate to a faster pace to scan the material to locate and obtain a specific piece of information such as the type of equipment needed

to play a particular game.

*ACTIVITY: Give the students 3 minutes to scan the chapter on soccer in order to list the eleven players and their jobs. Then give an appropriate amount of time to carefully read the chapter on soccer so that they would be able to actually play the game.

FOR YOUR INFORMATION . . . . . .

. RECOGNIZING AND DIAGNOSING READING PROBLEMS

A. *Use of multi-level student texts available in the classroom to determine instructional level in vocabulary and literal comprehension skills* - Students should be able to comprehend the material they are required to read. Too, students vary in their reading abilities. In order to meet the needs of individual students, that is, to match the proper level reading material with the reading ability of the students, multi-level texts are required. This means that the teacher should be aware of the reading levels and abilities of each student and the readability level of textbooks used. If this information cannot be obtained from a source, such as a reading teacher, reading resource personnel, or a reading consultant, the teacher, himself, should be able to determine the reading level of the student through informal diagnosis and should be able to determine the readability level of a textbook. (See appendix for how to find the reading level of a book.)

B. *Knowledge of student behavior indicative of a) auditory problems, b) visual problems, c) emotional maladjustments* - Teachers need to be aware of any physical and/or emotional problems that students may have. Such problems handicap learning abilities. Information may be obtained from cumulative folders, health records, school nurse, guidance counselors, etc.

C. *Identification of strength and weaknesses in learning modalities* - Learning modalities are sensory channels of perception (visual, auditory, kinesthetic, haptic) through which a child learns. People usually have a strong preference for one modality through which skills can best be taught. Teachers should recognize the preferred learning modality of an individual and teach skills through this modality (although it is essential not to ignore other learning modalities). For example, if a student learns best through visual perception, provide as much visual stimulus as possible to aid his learning, and if he learns best through auditory perception, provide as much auditory stimulus as possible, etc.

D. *Identification of student interest* - Teachers should be aware of what interests individual students have and use these interest to help motiviate learning. For example, if a student is excited by football, provide as many materials as possible--stories, movies, etc.--concerning football.

II. RECOGNIZING INDIVIDUAL DIFFERENCES IN TERMS OF LEARNING POTENTIAL AND EXPERIMENTAL BACKGROUND

A. *Knowledge of appropriate use and limitations of measures of learning potential*

1. Teachers need to be aware of what instruments are available to measure learning potential (intelligence tests).

2. Teachers need to be aware of what tests are measured or what information may be obtained from tests, and how to interpret this information.

3. Teachers need to be aware of strength/weaknesses/limitations of different tests.

4. Teachers need to understand advantages/disadvantages of individually and group administered tests. For example, a group administered intelligence test that is biased toward middle class whites may not provide an accurate picture of the learning potential of a black, disadvantaged learner who has severe reading problems. The resulting score may be depressed.

B. *Recognize the influence of background experiences in learning*

The learning experiences of a person are reflected in his concept development. Persons with varying experiences, some people may not have developed concepts necessary for understanding material or for skill development. For example, it would be difficult for a person to understand the concept of a ball game if the person had never seen or did not know what a ball was.

C. *Understand and appreciate dialectal differences*

Teachers need to understand that people from various parts of the country or different geographical domains will differ with respect of some points of syntax (grammatical formations), phonology (pronunciation), and vocabulary. One dialect is not superior to another dialect. A person should not be judged as superior or inferior by his dialect; rather, one should attempt to understand varying dialects.

III. PERCEPTIVE TEACHING SHOULD BE TAKEN INTO ACCOUNT

A. *Select and sequence skill objectives to meet individual needs*

Teachers need to be aware of the sequence of skills to be taught in their subject area and need to be aware of individual needs and abilities. In this way, students can be taught needed skills. For example, a student who cannot bounce a ball will need to be taught the skill of bouncing a ball before he can be expected to play the game of basketball effectively.

B. *Demonstrate the understanding and application of various approaches and teaching methods*

Teachers need to be aware that there is more than one method or approach to teaching a skill/concept, and that the method that works for one person may not work for another. Approaches, therefore, should be varied to meet the needs of individuals. For example, one student may best learn by actual application such as actually playing basketball in order to learn basketball, whereas another person may best learn to play basketball by reading about procedures to follow from a manual.

C. *Evaluate materials in terms of skill development, content, and general appropriateness of learner*

Teachers need to be able to evaluate reading material to determine what skills are introduced, what content is covered, and whether the skills and content that are covered meet the needs of the students. If needs are not met, then the material should not be used. For example, if students need help with techniques of swimming, provide material covering the techniques of swimming, or provide material that will aid in the development of swimming techniques such as physical coordination development.

D. *Use various grouping patterns in order to provide for individual skills, interests, projects, research, and social needs. Identify the need for grouping, as well as how to organize and manage groups of various sizes.*

Teachers should use various types of grouping to meet the individual needs of students. Various grouping patterns may include grouping by two's, four's, etc., grouping by sex, age, race, grouping by physical abilities and/or needs, grouping by academic abilities and/or needs, grouping by interest or social needs, etc. Groups should be ever changing (size, members, etc.) depending on needs and objectives of the course. For example, a class may be grouped according to games the students want to participate in. The same class may be regrouped so that students needing further development with physical coordination are together.

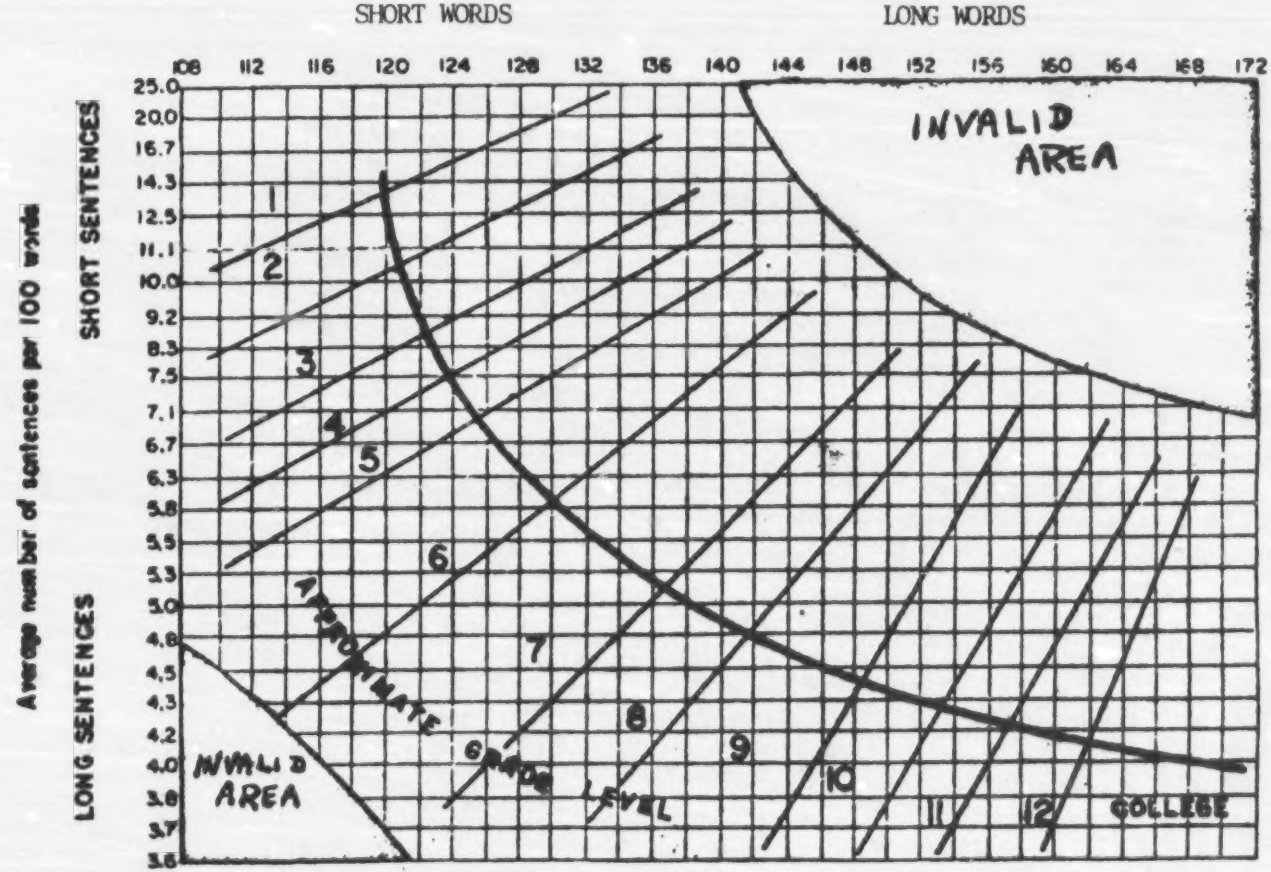
E. *Use or adapt both commercial and teacher/pupil made materials to student needs*

Teachers should use available commercial materials only when they meet the needs of students. Commercial materials may be adapted to meet individual needs. If no commercial materials are available and/or when supplementary materials are needed, teacher/pupil materials should be used. (Pupils learn through the making of materials.) For example, if students need identification markers to identify their team and no identification vests or the like are available, have students create their own vests or means of team identification.

GRAPH FOR ESTIMATING READABILITY

by Edward Fry, Rutgers University Reading Center, New Jersey

Average number of syllables per 100 words



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Directions for Using the Fry Readability Graph (Revised)

Count the words beginning with the first whole sentence until you reach 100 words. Include all proper names. Include abbreviations, counting them as one word and one syllable. Omit numerals, such as 3, 8, etc. Count written numberals (seven, eleven, etc.) as words. Hyphenated words (full-length) count as one word.

Count the number of syllables in the 100 word sample. Count each syllable you hear as you pronounce the words. There is a syllable for each vowel sound.

Next count the number of sentences in the hundred word sample to the nearest tenth of a sentence.

Plot the readability level on the graph.

More than one sample should be taken from a text. When this is done, find the average number of syllables and average sentence length for each of the samples taken and then find the readability level on the graph.

Example:

Sample 1	142 syllables	5.8 sentences	
Sample 2	130 syllables	6.3 sentences	
Sample 3	154 syllables	5.3 sentences	
Average	142 syllables	5.8 sentences	Readability: 8th